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Reading Lesson

1. In villā sunt statuæ.
2. Statuæ sunt multæ.
3. Statuæ sunt marmoreæ.
4. Mēnsæ et sellæ et lecticulæ sunt in villā.
5. Aliæ mēnsæ sunt marmoreæ, sed aliæ sunt citreæ.

Vocabulary

NOUNS	ADJECTIVES
statua, statue.	multa, many.
mensa, table.	aliæ, aliæ, some, others.
sella, chair.	marmorea, marble.
lecticula, small bed.	citrea, citrus-wood.
ADVERB	
maxime.	

Points to be Made

General review.

Eighth Grade

Nott William Flint

History

The class will trace the history of Illinois, beginning with the present time and working backward. In studying the industries of Illinois the differences between rural and city life and the modern tendency toward urban life will be dwelt on. In considering farm life, and the topography of the state, Nature Study and geography will correlate with and reinforce the History. The comparison of areas and questions of population will yield many problems for number work.

1. Topography: (Outline topography of Illinois in sand.) *a.* Area: Comparison of Illinois with European countries. *b.* Character of soil; rivers; slope of land; climate; rainfall.

2. Industries: *a.* Agriculture: Corn and other cereals; fruits; vegetables.

3. Commerce: *a.* Railroads: Names and miles of railroads. History of railroads in Illinois. (See railroad map.) Original state roads. *b.* Canals. *c.* Lake shipping: Chicago as a port. *d.* Manufactures: City life vs. rural life.

4. Cities of Illinois: Growth of cities and urban life. Study of conditions which make cities.

5. People: *a.* Present population? Composed of what? (Census 1900.) Population in cities and in rural districts. (See United States Census statistics.) *b.* Population in each census year? *c.* Social customs; farm life in Illinois. *d.* Lines of immigration: Early settlers; Indians; Tribal divisions of Algonquins; Whites vs. Indians; Civilization vs. Savagery.

6. Education: State system; State University; State Normal schools; District schools; Denominational and private schools; city system.

7. Government: Present State government. *a.* Legislative. (Pupils will organize themselves into a Senate and House.) Method of choosing representatives. *b.* Executive. *c.* Judicial. *d.* Limitations upon State government. *e.* State taxation. *f.* Illinois in Civil War; Lincoln and Douglas. *g.* Territorial government prior to 1818. *h.* Illinois under Virginia. *i.* Comparison of State government system with municipal.

References: Moses, *History of Illinois*; Kirkland, *History of Illinois*; McKinney, *Indian Tribes*; Patterson, *Early Society in Southern Illinois*; *United States Census for all years.*

Geography

Continuing the work of October—rivers of the world—the class will, in November, study the Mississippi, and, to relate the work to the history for this month, the valleys of the Illinois and Wabash. Computations of the volume of water flowing down these rivers and of their corrasive power will furnish problems in number work. The making of relief maps of Illinois and Indiana and the modeling of them in sand will furnish hand-work.

1. The Mississippi: (Model of valley in sand; also chalk model in class-room); length. Volume. Rate of flow. Flood plain. Ox-bows. Formation of delta.

2. The Illinois and its tributaries: A geog-

raphy of Illinois. Boundaries and extent. Slope of land. Elevation. Lakes. Character of soil. Minerals: coal, lead, zinc, limestone and sandstone. Climatic ranges. Rainfall.

3. The Wabash and its tributaries. (Model of the valley of the Wabash in sand.) Comparison of Whitewater and Kankakee rivers. Geography of Indiana. Same as for Illinois.

References

Chas. R. Dryer, *Geography of Indiana*; *Johnston's Universal Cyclopedia*; Alex. Frye, *Geography*; *International Geography*.

Nature Study

Last month the class studied the distribution of seeds by nature; for November the subject will be the distribution and transportation of seeds by man, and the chemistry of decay. In comparing the extent of food-producing areas, and the cost of crops, in calculating cost of transportation, in finding the cost of preparation of food, the subject will yield many problems in number work. Also in connection with the study of crops the pupils will be encouraged to work out and formulate Ricardo's theory of rent. For hand-work the pupils will make various insect boxes and seed cards, and also perform experiments. For other manual training, see Manual Training Outline, p. 217.

I. Crop Areas.

After studying climatic conditions and the localities from which the different

crops are harvested, the pupils will make crop maps of the different countries of the world. In these maps the conditions which make each district suitable for certain crops will be indicated.

1. Harvesting: Methods and reasons for harvesting the different food products. Special study of wheat. Comparison of old and new methods: the method of harvesting wheat on a California farm vs. the method of harvesting hemp in the Philippines.

2. Transportation: (a) Wagons; (b) Canal boats; (c) Railroads; (d) Ships.

II. Chemistry of Decay:

The class will study this subject by experimentation. So far as possible each pupil will experiment with a different material from his neighbor's.

1. Effect of heat, cold, and water as agents of decay.

For experiments see Jackman's *Nature Study*.

References

Jackman, *Nature Study and Related Subjects*; Jackman, *Nature Study for Grammar Grades*; Chisholm, *Handbook of Commercial Geography*; *Album of Agricultural Graphics*; W. K. and A. J. Johnston, *Atlas*.

Music: *Harvest* (hymn), Songs of Life and Nature, p. 186; *Snowy Day*, Modern Music Series, Third Book, p. 174; *Nutting Song*, Modern Music Series, Second Book, p. 162; *He Prayeth Best* (two parts), p. 32; *We Merry Minstrels* (three-part round), p. 15, Modern Music Series, Third Book.